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ABSTRACT

This course on the language of Sri Lanka is intended to be taken under a Sinhala-speaking instructor. This module introduces the Sinhala writing system. The emphasis of the module is on letter recognition. Directions for writing the symbols in the "basic" alphabet are provided so that students will have a culturally appropriate and phonetically accurate method of writing down words. Many photographs of Sinhala signs are included. Each of 28 lessons covers a specific aspect of reading and writing characters. With the addition of four practice reading sections at the conclusion of the module, this first part of the course can be completed in about 15 hours. (JB)

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Sinhala

BASIC COURSE

MODULE 1
BEGINNING SIGNS AND LETTERS

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BY
BONNIE GRAHAM MacDOUGALL
with KAMINI de ABREW

FL011698

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FOREIGN SERVICE INSTITUTE
BASIC COURSE SERIES
Edited by
MARIANNE LEHR ADAMS

PREFACE

Basic Sinhala is a beginning course presented in three modules dealing with the writing system, conversation and grammar. The respective titles are:

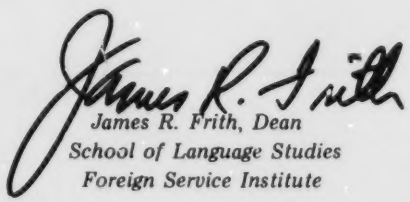
Module I - Beginning Signs and Letters
Module II - General Conversation
Module III - Sinhala Structures

The course is intended for use with the help of a Sinhala-speaking instructor. The student must start with Module I in order to gain the grasp of Sinhala writing necessary to use the other two modules since the Sinhala material in those modules is presented only in its natural written form. The conversation and grammar modules are intended to be used in conjunction with each other, General Conversation containing systematic cross-references to Sinhala Structures.

The principal author of Basic Sinhala is Bonnie Graham MacDougall. Dr. MacDougall has had extensive experience in the language teaching field at Cornell, at the Foreign Service Institute where she served as an intern in the School of Language Studies in 1966, and with the Peace Corps. She has had extended visits or residence in Sri Lanka in 1964-65, 1968, 1978 and 1979. Her work which eventually developed into Basic Sinhala started with a Peace Corps contract in 1967 for a set of Sinhala training materials which were first used in a training program for Peace Corps Volunteers at Fresno State College.

Parts of the preliminary version remained in use in language classes in the U. S. Embassy in Colombo through the years since 1968. Although incomplete and antiquated, they came closer to meeting the needs of the Embassy staff than any other textbooks available. In 1978, Dr. MacDougall expressed a willingness to refine and update the materials, and the Agency of International Development and the Foreign Service Institute agreed to fund the project jointly. Further, the Sri Lanka mission of AID agreed to prepare the camera copy and FSI agreed to publish it. Basic Sinhala in its present form is the product of this collaboration.

Dr. MacDougall has provided a preface or introduction to each module giving appropriate credit to the individuals and organizations contributing to its development. One item missing from these sections, however, is credit to the author herself for her professional competence, her leadership and her dedication in bringing Basic Sinhala to its present state of usefulness.



James R. Frith, Dean
School of Language Studies
Foreign Service Institute

FOREWORD

This is the first volume of Basic Sinhala, a course for the beginning student which is presented in three modules:

I Beginning Signs and Letters
II General Conversation
III Sinhala Structures

Many individuals and institutions, both in the United States and in Sri Lanka, were instrumental in bringing this series of lessons to its present form. Most of the graphics and some of the photographs which appear in this volume were supplied by the Ceylon (Sri Lanka Tourist Board). The maps on p. 100 are courtesy of the Ceylon Government Railway. Other photographs which appear here were, as rated, taken by V. Somapala of ICA and W. Sugathadusa, an independent photographer.

This module of Basic Sinhala introduces the Sinhala writing system. Inasmuch as the other two modules of Basic Sinhala are written in the Sinhala alphabet, this module must be undertaken first.

Why do we present the basic course in the Sinhala writing system? Why not in a transcription which would be "easier" for beginning students to read? Is it really necessary to learn the writing system? In particular, is it necessary for me? These are some of the questions which arise when Sinhala students first realize that they are about to learn an unfamiliar alphabet as well as a new language.

Perhaps the most compelling reason overall for presenting a beginner's course in Sinhala "script" is that this is the way the language has been written down in Sri Lanka for centuries. It is an ancient and universal system and the only culturally appropriate one. Because it is used everywhere by everyone, knowing script presents certain learning advantages for the student. One of the most obvious ones is that a student who knows the writing system can use the standard bilingual dictionary (Carter, Charles, Sinhala-English and English-Sinhala. 2 vol. Gunasena 1965). Thus, knowledge of the writing system makes available an important resource for building language skills which is not available to the student who knows only transcription. A second important advantage of learning the writing system is that it provides a method of writing down words which is not only phonetically accurate but which can be checked by any literate speaker of Sinhala. Imagine, for example, a rural development worker who wants to make a list of local names of village varieties of rice. This is one of many parts of the Sinhala lexicon which varies from region to region and which therefore may not be completely or accurately represented in dictionaries, even in the better ones like Carter which contains

a detailed botanical appendix. One way to obtain an accurate spelling (and therefore a correct pronunciation) is to write down the names in the writing system so that they can be verified by the farmers who use them. Another way is to have the farmers themselves write down the names. In either case a knowledge of the writing system is an indispensible aid in gathering correct information. It may therefore be argued that the writing system is an important learning tool for all students, not solely for those with literary objectives or pretensions.

Those students who have reading and writing skills as basic objectives in language training, however, will have to emphasize certain knowledge of Sinhala which need not concern other students. There are certain features of spelling, grammar and vocabulary which distinguish all correct Sinhala writing from the varieties of the language which are spoken. Because of the broad differences between speaking and writing, it has been customary to teach spoken and literary Sinhala as separate courses. This course is an introduction to spoken Sinhala.

The basic sections (I-XXVIII) of this module were originally designed to be completed in ten hours. In this revision additional practice reading sections have been added at the conclusion of the module so that the script course should take about fifteen hours. Of course, experienced language students who are anxious to progress to the central module may move more quickly, and students who are learning another writing system for the first time may go more slowly. In either case it is important to remember that the information presented in this module is intended primarily as a tool for the use of the other modules. Instructors should not begin introducing structures and vocabulary until students have learned the writing system.

The emphasis in this course is on letter recognition. Directions for writing the symbols in the "basic" alphabet (see p. 3) are also provided so that the student will have a culturally appropriate and phonetically accurate method of writing down words.

The many pictures of Sinhala signs which appear in this book were taken primarily in Colombo and Kandy. It is hoped that they will interest and involve the beginner who lives in Sri Lanka in writing of the landscape. It is perhaps necessary to point out that whereas the signs in these urban areas are frequently bilingual or even trilingual, those in rural areas are often in Sinhala only.

Bonnie Graham MacDougall
Ithaca, New York
April 1979

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THE LANGUAGE AND THE WRITING SYSTEM

Introduction

Sinhala is the official language of the republic of Sri Lanka where it is the mother tongue of 70% of the country's fourteen million people. Like English, Sinhala is a member of the Indo-European family of languages. The relationship between the two languages is nonetheless distant, and consequently the learner will notice few obvious similarities other than those which arise from recent borrowings from English into Sinhala. The languages most closely related to Sinhala are those of northern India, namely, Hindi, Bengali, Marathi and others belonging to the Indo-Aryan branch of the Indo-European family. Most Indo-Aryan languages are spoken mainly or exclusively in India. Sinhala is spoken only in Sri Lanka.

The symbols used in the writing system are unique to Sinhala, although most of the structural principles on which the writing system is based are shared with the other major scripts of South Asia. The similarities are not coincidental. Most of the South Asian writing systems including the one used for Sinhala are derived from a single ancient script called Brahmi. Like the other scripts derived from this source, Sinhala is written from left to right. The symbols are generally written in a linear sequence, although some symbols, non-initial vowels for the most part, occur above or below other letters. This feature of the writing

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ON THE ROAD TO KANDY

system makes typing in Sinhala a challenge. Certain keys on a Sinhala typewriter are 'dead' or non-spacing so as to permit the typing of two or more symbols in one typographical space.

The alphabet

Sinhala is generally considered to have a 'pure' alphabet consisting of thirty-two basic symbols and a 'mixed' or expanded alphabet of fifty-four. These groupings are of both historical and stylistic significance. The classical languages (Sanskrit and Pali) to which Sinhala and other Indo-Aryan languages are related had a large inventory of consonants in which there was a set of aspirated sounds (ph, bh, th, dh and others) which were distinct from a non-aspirated set (p, b, t, d...). Most modern Indo-Aryan languages retain the distinction between aspirated and non-aspirated sounds, but Sinhala has lost this particular set of contrasts as well as some others which were characteristic of the classical languages. Nevertheless, many words which are of importance in writing (scientific, religious, technical and administrative terms, for example) are either borrowings from classical sources or recent coinages based on classical words. Hence, in some writing, generally quite formal writing, it is necessary to draw on the expanded inventory of symbols which includes the aspirates in order to represent a historically correct spelling.

The alphabet at a glance

A Sinhala alphabet of 52 letters appears below. It is complete except for two obsolete symbols which no longer appear on Sinhala typewriters. Letters are arranged below in the order in which they appear in Sinhala dictionaries, i.e., vowels appear before consonants, and consonants are to some extent grouped according to point and manner of articulation. Letters which appear only in the mixed alphabet are marked with an asterisk.

අ a ආ aa ඇ æ ඈ ææ ඉ i ඊ ii උ u ඌ uu

ඍ r̥* ඎ r̥̄* එ e ඒ ee ඓ ai* ඔ o ඕ oo ඖ au*

ක ka ඛ kha* ග ga ඝ gha* ඞ ṅa*

ච ca ඡ cha* ජ ja ඣ jha* ඤ ña*

ට Ta ඨ Tha* ඩ Da ඪ Dha* ණ ṇa

ත ta ථ tha* ද da ධ dha* න na

ප pa ඵ pha* බ ba භ bha* ම ma

ය ya ර ra ල la ව wa

ස sa ශ ś a* ෂ š a* හ ha ළ la

අං aṃ අඃ ah*

INTRODUCING THE SCRIPT

SECTION I ඔ, ඹ, ඕ, ඈ

A. Listen to the instructor read the following entries. The entries should be read in order by the instructor and repeated several times.

1 ඔ

2 ඹ

3 ඕ

4 ඈ

B. Listen to the instructor read the following entries. The instructor should repeat them several times. The symbols below are the same as those in A. Only the order has been changed.

1 ඈ

2 ඹ

3 ඔ

4 ඕ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries. Entries should be read in order and repeated several times.

1 බර

2 බල

3 පල

4 රල

5 පර

6 ලබ

7 ලප

8 බබ

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 බ

2 බෑ

3 බල

4 රෙ

5 පෙ

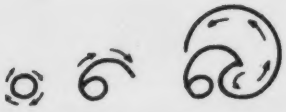
6 ලෙ

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1

2

3



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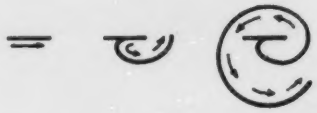


DO NOT GO ON TO SECTION II UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCTION IN SECTION I.

SECTION II මෙ, හෙ, කෙ, ජෙ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 මෙ

7

2 ඔ

3 ක

4 ල

- Ceylon Tourist Board

SEA STREET, THE PETTAH
COLOMBO

8

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 ජ

2 ම

3 ඔ

4 ක

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 ඔම

2 කම

3 මම

4 මජ

5 පළ

9

6 ජල

7 කහල

8 කර

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 මහර

2 ලබ

3 මතර

4 බහ

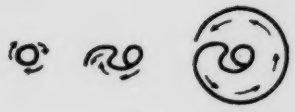
5 මහ

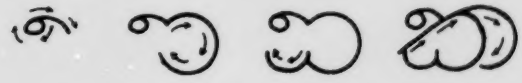
6 පහ

7 ජල

8 කහ

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1 

2 

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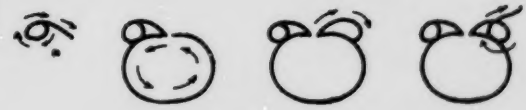
4 

DO NOT GO ON TO SECTION III UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION II.

- Somapala

COLOMBO STREET SIGN

SECTION III ඍ, ඎ, ඏ, ඐ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඍ

2 ඎ

3 ඏ

4 ඐ

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 ඏ

2 ඐ

3 ඎ

4 ඍ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

- Somapala

- Somapala

M. D. GUNASENA, COLOMBO BOOKSELLERS

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 උස

2 සහ

3 දර

4 නම

5 ඵල

6 මහත

7 හදන

8 සමර

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 නම

2 සරල

3 මහත

4 ඩද

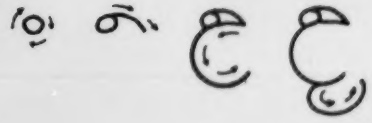
5 ඵත

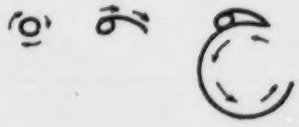
6 ලබ

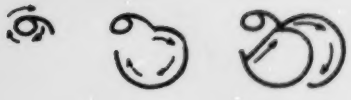
7 දර

8 ඝත

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1 

2 

3 

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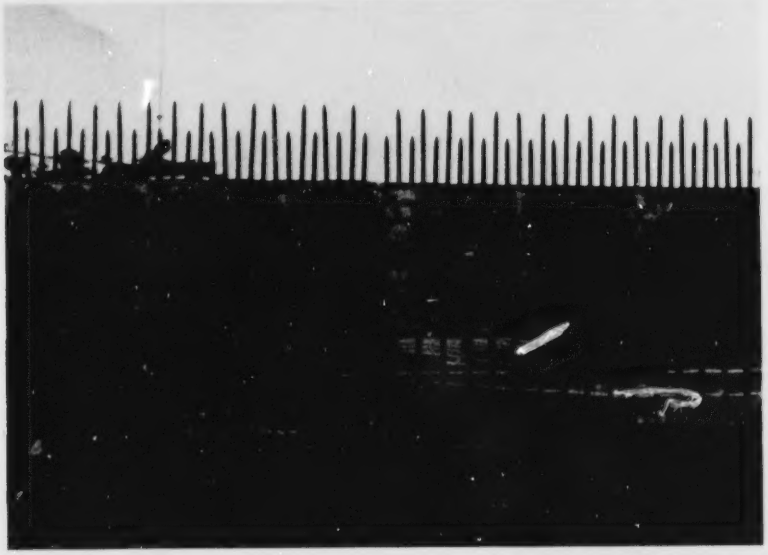
DO NOT GO ON TO SECTION IV UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION III.



- Somapala

- Somapala

GOVERNMENT AGENCIES, COLOMBO

SECTION IV ඔ, ඵ, ඹ, ඊ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඔ

2 ඵ

3 ඹ

4 ඊ

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 ඵ

2 ඔ

3 ඹ

4 ඊ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

- Somapala

COLOMBO STREET SIGN

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 අග

2 ගඟ

3 ගව

4 අත

5 ගත

6 වඟ

7 අගල

8 අබ

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 ගඟ

2 මඟ

3 අගල

4 කත

5 තරඟ

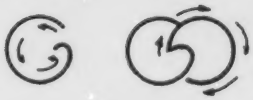
6 ගව

7 ගඟක

8 අබ

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

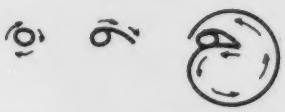
1



2

3

4



DO NOT GO ON TO SECTION V UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION IV.

SECTION V ඊ, ඓ, ඖ, ඍ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඊ

2 ඓ

3 ඖ

4 ඍ

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

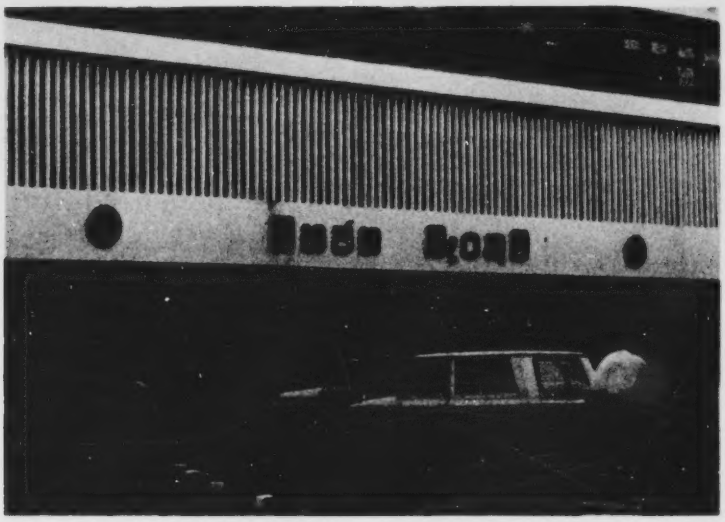
1 ඉ

2 ට

3 ධ

4 ය

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.



- Somapala

PEOPLE'S BANK, COLOMBO

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 යට

2 ගුඩ

3 ගය

4 බඩ

5 යන

6 රට

7 ජය

8 අට

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 දහය

2 යට

3 මට

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4 ඉඩ

5 මහර

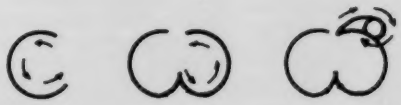
6 බඩ

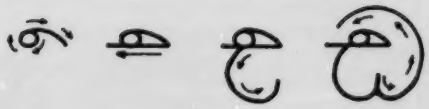
7 අට

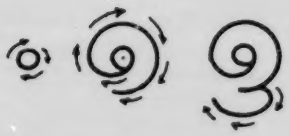
8 නවය

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1

2 

3 

4 

DO NOT GO ON TO SECTION VI UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION V.

SECTION VI ණ, ළ, ඦ, ඬ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ණ

2 ළ

3 ඦ

4 ඬ

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 අැ

2 ණ

3 ඌ

4 ළ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 ළපත

2 ඌගම

3 අැළය

4 ණය

5 අැත

6 ආම

7 ළඳ

8 ඇණය

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 ඇට

2 ඇදකම

3 ආකරය

4 ළඳ

5 ඇණය

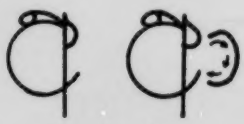
6 ඇළය

7 ආගම

8 අපට

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1

2 

3

4

DO NOT GO ON TO SECTION VII UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION VI.

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SECTION VII ඹ, ඳ, ඥ, ඦ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඹ

2 ඳ

3 ඥ

4 ඦ

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 ඳ

2 ඹ

3 ඥ

4 ඦ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 උළු

2 උහනය

3 ඒ

4 ඔගය

5 ඔට

6 ඇත

7 ඔජ

8 ඌ

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 ඊල

2 ඔගය

3 උළු

4 ඔඔ

5 ඇත

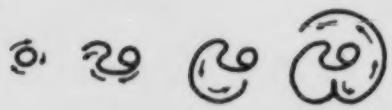
6 උත

7 ඊය

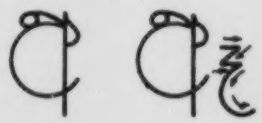
8 ඊගත

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1

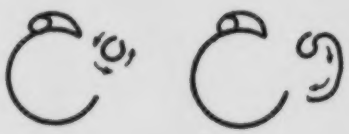


2



3

4



DO NOT GO ON TO SECTION VIII UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION VII.

SECTION VIII එ, ඒ, ඕ, ඔ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 එ

2 ඒ

3 ඕ

4 ඔ

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 ඔ

2 එ

3 ඒ

4 ඕ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 ඒක

2 එක

3 ඕක

4 චර

5 ඕඩය

6 චරක

7 චරණ

8 එන

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 එක

2 ඒකට

3 චර

4 අර

5 ඕබ

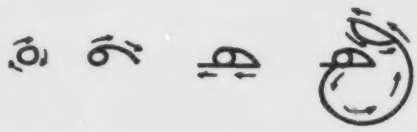
6 ඕක

7 චරක

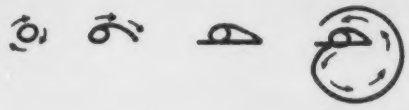
8 ඒ

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

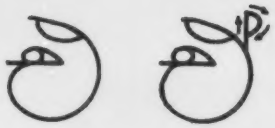
1



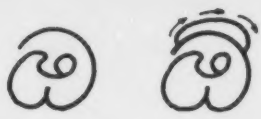
2



3



4



DO NOT GO ON TO SECTION IX UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION VIII.

DICTATION

The basic letters in the 'pure' Sinhala alphabet have been introduced in Sections I-VIII. This dictation exercise provides an opportunity to test the students' knowledge of those sections and to see whether any further review is necessary. Each student should take out a piece of paper and a pencil. The teacher should select one of the entries below and read it aloud to the students. The students should transcribe the word in Sinhala. The class should proceed in this manner until all the entries below have been transcribed by the students.

1 බතල

2 අයට

3 මකර

4 වර

5 ඉඩ

6 වහල

7 ජලය

8 එන

- Somapala

- Somapala

COLOMBO STREET SIGNS

NOTE TO THE STUDENT

Vowel symbols which occur in initial position in Sinhala words were introduced in Sections I-VIII. When vowels occur in non-initial position, i.e., in the middle of words and finally, there are different although nevertheless related symbols which are introduced in Sections IX-XXI below.

SECTION IX Medial and final ු

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ද

2 දා

3 ග

4 ගා

5 ම

6 මා

7 ර

8 රා

9 බ

10 බා

11 ද

12 දා

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 මම

2 මාමා

3 අත

4 ආවා

5 කර

6 කාර

7 තද

8 තාරා

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 බාල

2 මෑමා

3 යනවා

4 කාලා

5 ආවා

6 පාර

7 මම

8 තෑර

DO NOT GO ON TO SECTION X UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION IX.

SECTION X Medial and final ෘ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ක

2 කෘ

3 ග

4 ගෘ

5 ම

6 මෘ

7 ර

8 ඩ

9 ද

10 දෘ

11 බ

12 බෘ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 සැර

2 සාර

3 තැව

4 තම

5 පැලය

6 වැඩ

7 බඩ

8 කැප

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this manner until all students can read all entries correctly.

1 බඩ

2 වැඩ

3 සැර

4 තැව

5 හැට

6 වැට

7 කැප

8 මම

DO NOT GO ON TO SECTION XI UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION X CORRECTLY.

- Somapala

SEMAGE AND COMPANY

THE PETTAH, COLOMBO

- Somapala

PETTAH POST OFFICE

SECTION XI Medial and final ෟ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 කෟ

2 කෟ

3 ගෟ

4 ගෟ

5 ඛෟ

6 ඛෟ

7 ඞ

8 ඞ

9 ඟෟ

10 ඟෟ

11 ඣෟ

12 ඣෟ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 තෑ

2 සිතෑ

3 බෑ

4 තෑවා

5 ගෑවා

6 ඇවා

7 කෑවා

8 මෑ

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ඒ

2 කැව

3 කැවා

4 සිකැ

5 ගැවා

6 බෑ

7 සැර

8 කෑ

DO NOT GO ON TO SECTION XII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XI CORRECTLY.

SECTION XII Medial and final ු

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 පි

2 බී

3 ගි

4 නී

5 ති

6 ලි

7 මී

8 ටි

9 සි

10 වී

11 කි

12 හි

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 විසි

2 තිහ

3 ගියා

4 පිහිය

5 ඇයි

6 සපිරි

7 ඉරිදා

8 දිනය

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 කිරි

2 තිය

3 හරි

4 ගිනි

5 අලියා

6 පිටි

7 පිටිසර

8 සපිරි

DO NOT GO ON TO SECTION XIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XII CORRECTLY.

SECTION XIII Medial and final ්

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ක

2 කා

3 කි

4 කී

5 කු

6 කූ

7 කෙ

8 කේ

9 කෛ

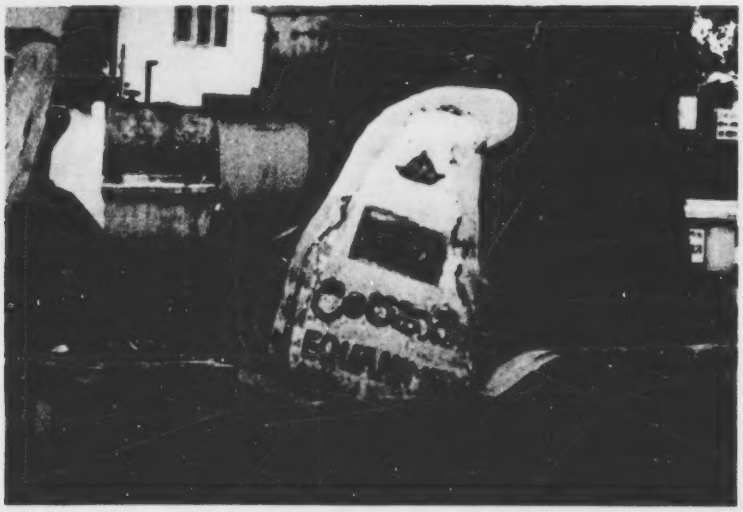
10 කො

11 කෝ

12 කෞ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

This is one of four stone tablets which have been placed at the foot of a sacred Bo tree at the junction of Sir Ernest de Silva Mawatha (formerly Flower Road) and Ananda Coomaraswamy Mawatha (formerly Green Path) in Colombo. On each of the tablets is inscribed one of the four sublime states of consciousness to which a Buddhist aspires in his daily life. They are: maitri, universal kindness, mudita, sympathetic joy, i.e., rejoicing in the happiness of others, karuna, 'compassion', and upekkha, 'equanimity'. The tablets are intended to serve as a reminder to pedestrians and motorists.



- Somapala

THE TABLETS AT THE BO TREE

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 ලී

2 ලීවීම

3 දීසිය

4 බීම

5 මී

6 වී

7 සිනි

8 කැපීම්

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 දීම

2 සියා

3 මිට

4 විර

5 පිරතවා

6 කැපිම

7 ලිවීම

8 දිගය

DO NOT GO ON TO SECTION XIV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XIII CORRECTLY.

- Somapala

COLOMBO STREET SIGN

SECTION XIV Medial and final ේ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 න

2 නෙ

3 ග

4 ගෙ

5 ම

6 මෙ

7 ව

8 වේ

9 ද

10 දෙ

11 බ

12 බෙ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 ගෙදර

2 වෙනවා

3 තියෙනවා

4 මෙතන

5 කැපෙනවා

6 ඒයෙ

7 හෙට

8 බඟෙ

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ගෙඩි

2 හෙට

3 ඒයෙ

4 වෙලට

5 ගෙදර

6 ගෙය

7 මෙතන

8 වෙන

DO NOT GO ON TO SECTION XV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XIV CORRECTLY.

SECTION XV Medial and final ේ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ත

2 තේ

3 ග

4 ගේ

5 න

6 නේ

7 ක

8 කේ

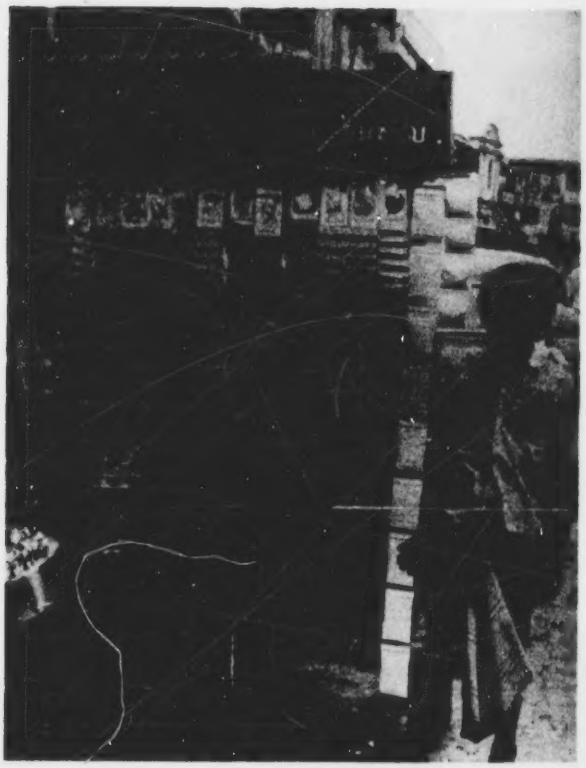
9 ප

10 පේ

11 ල

12 ලේ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.



- Somapala

SEED VENDOR, THE PETTAH

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 ගේ

2 දේ

3 අගේ

4 උදේ

5 සෑරේ

6 මාසේ

7 වෙලේ

8 අපේ

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ඔබගේ

2 මගේ

3 උදේ

4 සැරේ

5 මාසේ

6 සේරම

7 රේ

8 අපේ

DO NOT GO ON TO SECTION XVI UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XV CORRECTLY.

- Somapala

COLOMBO STREET SIGN

SECTION XVI Medial and final ේ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ව

2 වේ

3 ට

4 ටේ

5 ම

6 මේ

7 ඩ

8 ඩේ

9 බ

10 බේ

11 ව

12 වේ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 තෙමේ

2 තඩේ

3 මේස

4 බේගල

5 ඇටේ

6 මේවා

7 වටේ

8 මේ

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 තඩේ

2 මේස

3 බේරනවා

4 වටේ

5 මේරීම

6 තෙමේ

7 බේගල

8 ඇටේ

DO NOT GO ON TO SECTION XVII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XVI CORRECTLY.

- Somapala

- Somapala

COLOMBO FORT RAILWAY STATION

- Somapala

- Somapala

COLOMBO FORT RAILWAY STATION

SECTION XVII Medial and final ඔ

A. Listen to the instructor read the following entries. The entries should be read in sequence and the sequence should be repeated several times.

1 තො

2 ලො

3 බො

4 තො

5 දො

6 පො

7 සො

8 යො

9 රො

10 මො

11 ඵො

12 කො

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 කොඩිය

2 ගොඩ

3 ලොරිය

4 කොහොම

5 පොත

6 කොල

7 කොරා

8 බොනවා

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 කොත

2 හොත

3 ඔත

4 ලොරිය

5 කොහොම

6 කොල

7 කොරා

8 බොනවා

DO NOT GO ON TO SECTION XVIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XVII CORRECTLY.

SECTION XVIII Medial and final ෝ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 තෝ

2 කෝ

3 ගෝ

4 මෝ

5 සෝ

6 වෝ

7 හෝ

8 ටෝ

9 ලෝ

10 ඩෝ

11 රෝ

12 බෝ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 සහෝදර

2 කෝපි

3 රෝදය

4 ගෝලය

5 මෝඩ

6 පෝර

7 හාවෝ

8 හෝටලය

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 පෝය

2 ලෝහ

3 කෝ

4 කෝපි

5 හෝඩිය

6 බෝතලය

7 ගෝනා

8 තෝනා

DO NOT GO ON TO SECTION XIX UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XVIII CORRECTLY.

- Somapala

COLOMBO FORT RAILWAY STATION

SECTION XIX Medial and final ේ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ම

2 තූ

3 රේ

4 රෑ

5 ග

6 ගූ

7 ම

8 තූ

9 ෙ

10 ේ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 යතුර

2 ඇතුල

3 කුඩය

4 උතුර

5 දකුණ

6 කුලිය

7 අමාරු

8 රැවිල

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 එළු

2 චතුර

3 වරු

4 මාරු

5 තුඩ

6 ගුරු

7 තුරුණි

8 කතුර

DO NOT GO ON TO SECTION XX UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XIX CORRECTLY

SECTION XX Medial and final ේ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 පේ

2 ඵේ

3 බේ

4 භේ

5 මේ

6 යේ

7 රේ

8 ලේ

9 ළේ

10 වේ

11 ශේ

12 ෂේ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 තනු

2 වැහුවා

3 හැදුවා

4 තිබුනා

5 හුනු

6 පුලුවනි

7 ගැලුවා

8 පුදු

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 තුවුව

2 අඩු

3 අහුනා

4 බැලුවා

5 සුමාන

6 කටුව

7 කානුව

8 අනු

DO NOT GO ON TO SECTION XXI UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XX CORRECTLY.

- Somapala

- Somapala

COLOMBO STREET SIGNS

SECTION XXI Medial and final ෟ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ෟ

2 ර්‍ෘ

3 ෆ්‍ර

4 ෟ

5 ෟ

6 ෟ

7 ෟ

8 ෆ්‍ර

9 ෟ

10 ෟ

11 ෟ

12 ෟ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 මුද

2 රෑ

3 ජූකී

4 ජුලි

5 අනුව

6 අසුව

7 ධූම

8 බුමී

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 රෑ

2 කුරුව

3 තුනුව

4 මුල

5 මුද

6 දුර

7 අසුව

8 දැහැ

DO NOT GO ON TO SECTION XXII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXI CORRECTLY.

NOTE TO THE STUDENT

In the entries in the preceding sections, all consonants have been followed by vowels. When consonants are followed directly by other consonants or by pause, special symbols are present, and they are introduced in Sections XXII-XXV below.

SECTION XXII Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ගස

2 ගස්

3 වැස්ස

4 අත

5 අත්

6 මහත්තයා

7 තෙල්

8 බල්ලා

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 වලාකුල්

2 පැත්ත

3 බිත්ති

4 වහල්

5 ජනෙල්

6 සොල්දර

7 මස්

8 බක්

DO NOT GO ON TO SECTION XXIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXII CORRECTLY.

- Somapala

CEYLON ELECTRICITY BOARD

- Somapala

PETTAH STREET SCENE

SECTION XXIII Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 වෙන

2 පාත්

3 කත්ඩ

4 දර

5 කාර්

6 රෙද්ද

7 රෙදි

8 ඇද්දා

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 මැද්දා

2 යන්ධ

3 පාන්

4 කාර්

5 රෙද්ද

6 රෙදි

7 කන්න

8 වෙන

DO NOT GO ON TO SECTION XXIV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXIII CORRECTLY.

SECTION XXIV Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 මට

2 කෝට්

3 නම

4 නම්

5 හැට්ට

6 ලිව්වා

7 ගම්

8 ඉව්වා

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 කිව්වා

2 යමි

3 අම්බර

4 අව්ව

5 මෙට්ටය

6 කොට්ටය

7 ගමි

8 නමි

DO NOT GO ON TO SECTION XXV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXIV CORRECTLY.

- Somapala

COLOMBO STREET SIGN

- Somapala

SCHOOL SIGN, MAHARAGAMA

SECTION XXV Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 පක්ව

2 එකක්

3 වාක්ම්

4 අක්කා

5 නැග්ගා

6 ගැරේජ්

7 ගමනක්

8 තප්පර

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ආණ්ඩුව

2 පොතක්

3 නැගීගා

4 එක

5 එකක්

6 එක්ක

7 ඒකත්

8 එකක

DO NOT GO ON TO SECTION XXVI UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXV CORRECTLY.

SECTION XXVI Pre-nasalized consonants

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 තඹ

2 පිඟන

3 ඇඳුම්

4 හඳ

5 කොළඹ

6 සඳුදා

7 හොඳ

8 අඩිලා

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 අඩුමත්

2 කොළඹ

3 අඹ

4 අඟ

5 ගඳ

6 තඹ

7 කොඳ

8 තළ

DO NOT GO ON TO SECTION XXVII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXVI CORRECTLY.

SECTION XXVII Additional symbols

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 තංගි

2 ප්‍රණ

3 ක්‍රියා

4 ලක්ෂණ

5 අශ්වයා

6 ලංකාව

7 ක්‍රීත්කෝ

8 ෂෝටෝ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 පරාක්‍රම

2 චිත්‍ර

3 අශ්වයා

4 ලක්ෂණ

5 අං

6 හුළං

7 හම්බු

8 ළෝකේ

DO NOT GO ON TO SECTION XXVIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXVII CORRECTLY.

SECTION XXVIII The mixed alphabet

A. The 'mixed' alphabet contains numerous additional symbols which are necessary for representing historically correct spellings of words derived from classical sources. In speech, many of these letters are not distinguished from letters in the 'pure' alphabet. For example:

ඛ	is identified with	ක
ඝ	is identified with	ග
ඦ	is identified with	ං
ඡ	is identified with	ච
ඣ	is identified with	ජ
ඨ	is identified with	ට
ඪ	is identified with	ඩ
ඵ	is identified with	ඹ
ඬ	is identified with	ණ
ධ	is identified with	ද
භ	is identified with	ප
ඥ	is identified with	ඛ

B. The following initial symbols also belong to the 'mixed' alphabet. The instructor should pronounce them for the class.

1 ඍ

2 ඎ

3 ඏ

4 ඐ

C. The following entries contain additional symbols which have not appeared previously. The instructor should read the entries aloud. New symbols are underlined.

1 කෘෂි

2 රාජ්‍යය

3 ලෙඹු

4 ලෙමෙ

5 මාර්ග

6 ස්‍රුති

7 ස්‍රාන

D. An additional symbol for "f" appears at the right in the word cafe. The symbol often appears on signboards, but it is not found on Sinhala typewriters.

READING PRACTICE -- I

Passage 1

තැන් යු රීඩ් දිස්? ඉෂ් යු තැන් රීඩ් දිස්, යු මස්ට් නෝ දැට් දිස් ඉස් නාට් සිංහල.

දිස් ඉස් ඉංග්ලිෂ්!

Passage 2

වී ද පිපල් අව් ද යුනයිටඩ් ස්ටේට්ස්, ඉන් ඔඩ ටු ෂෝම් අ මෝ පර්ෆෙක්ට් යුනියන්,

එස්ටැබ්ලිෂ් ජස්ටිස්, ඉන්ෂුව ඩොමෙස්ටික් ට්‍රැන්ක්විලිටි, ප්‍රොවයිඩ් ෆ් ද කොමන් ඩිෆේන්ස්,

ප්‍රොමෝට් ද ජෙනරල් වෙල්ෆේයා, ඇන්ඩ් සික්යෝ ද බ්ලෙසිංස් අව් ලිබට් ටු අවසෙල්ව්ස්

ඇන්ඩ් අව පොස්ටෙරිටි, ඩූ ඔඩේන් ඇන්ඩ් එස්ටැබ්ලිෂ් දිස් කොන්ස්ටිටුෂන් අව් ද යුනයිටඩ්

ස්ටේට්ස් අව් අමෙරික.

-Somapala

COLOMBO STREET SIGN

READING PRACTICE -- II

PLACE NAMES

There are a number of towns, cities and other well-known locations in Sri Lanka for which the Sinhala name is markedly different from the English. A number of examples for practice reading are given below.

(මහ) නුවර	Kandy
යාපනේ	Jaffna
මන්නාරම	Mannar
ත්‍රිකුණාමලේ	Trincomalee
මඩකලපුව	Batticoloa
කැගල්ල	Kegalle
තංගල්ල	Tangalle
ගාල්ල	Galle
මීගමුව	Negombo
හලාවත	Chilaw
ශ්‍රී පාදේ (ශ්‍රී පාදය)	Adam's Peak
කොටුව	Fort
පිටකොටුව	Pettah
කොල්ලුපිටිය	Colpetty
කොම්පඤ්ඤ විදිය	Slave Island
ගල්කිස්ස	Mount Lavinia

READING PRACTICE -- III

SINHALA SURNAMES

Sinhala surnames are often mispronounced by foreigners who take their cues from the Romanized spelling rather than from the Sinhala. In addition, speakers of English frequently substitute æ for a and fail to distinguish between short and long vowels. For example:

Correct spelling	Commonly mispronounced as	Romanized or English spelling
බණ්ඩාරනායක	බැණ්ඩ්‍රනායිකි	Bandaranaike
සේනානායක	සෙනනායක	Senanayake
දිසානායක	දිසනායක	Dissanayake

Although Sinhala surnames are often romanized in more than one way (for example, Balasuriya, Balasooriya), they are generally identified with a single pronunciation and a single spelling in Sinhala. Examples follow.

Sinhala	English
අමරසේකර	Amarasekara Amerasekara
අමරසිංහ	Amarasinghe Amerasinghe
අමරතුංග	Amaratunga Ameratunga

Sinhala	English
ආරියරත්න	Ariyaratne
ආරියපාල	Ariyapala
ආට්ටිගල	Attygalle
බාලචන්ද්‍ර	Balachandra
බාලසූරිය	Balasooriya Balasuriya
බණ්ඩාරනායක	Bandaranaike Bandaranayake
බස්නායක	Basnayake
චන්ද්‍රරත්න	Chandraratne
චන්ද්‍රසේකර	Chandrasekara
දහනායක	Dahanayake
දසනායක	Dasanaike Dasanayake
ධර්මසේන	Dharmasena
ද සේරම්	DeSaram
ද සිල්වා	DeSilva
ඩයස්	Dias
දිසානායක	Dissanayake Dissanaike
එදිරිසිංහ	Edirisinghe
ඒකනායක	Ekanayake
ප්‍රනාන්දු	Fernando
ගමගේ	Gamage
ගුණරත්න	Gunaratne Goonaratne

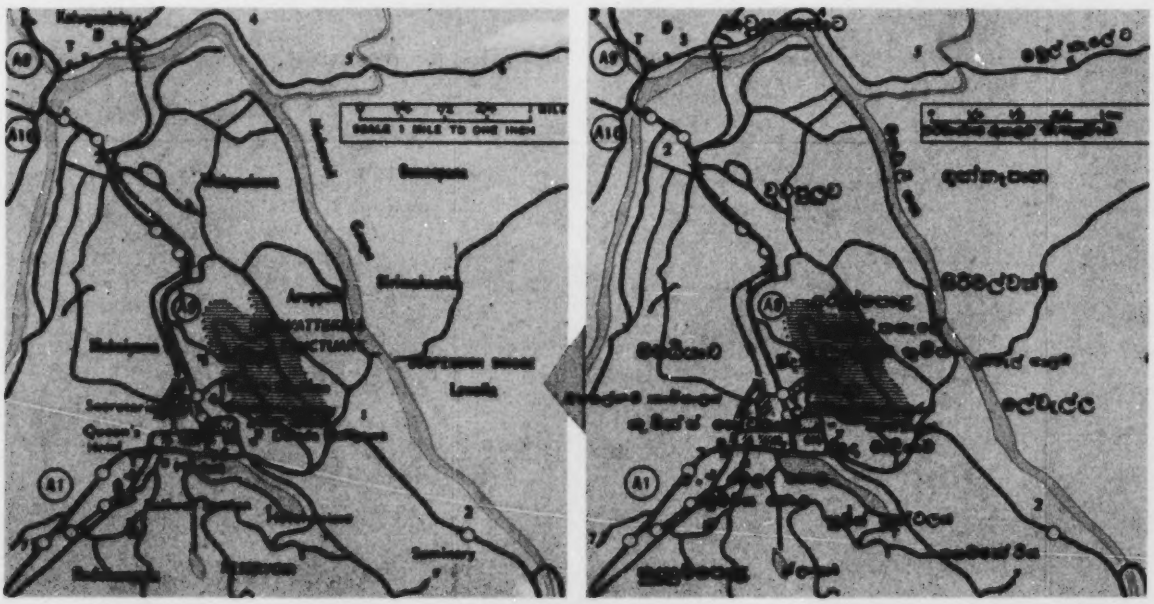
Sinhala	English
ගුණතිලක	Goonatillake
ගුණවර්ධන	Goonawardena
හේරත්	Herath
හෙට්ටිආරච්චි	Hettiaracchi
ඉලංගරත්න	Ilangaratna
ජයමන්න	Jayamanne
ජයරත්න	Jayaratne
ජයසේකර	Jayasekara
ජයසේන	Jayasena
ජයතිලක	Jayatilaka
ජයවර්දන	Jayawardena
කරුණාරත්න	Karunaratna
කරුණානායක	Karunanayake
කරුණාතිලක	Karunatilake
ලියනගේ	Liyanage
මුණසිංහ	Munasinghe
මුණවීර	Munaweera
නානායක්කාර	Nanayakara
නවරත්න	Nawaratne
ඔබේසේකර	Obeyesekere
පානබොක්කෙ	Panabokke
පණ්ඩිතරත්න	Panditaratne
පරණවිතාන	Paranavitane

Sinhala	English
රාජපක්ෂ	Rajapakse
රාමනායක	Ramanayake
රණවීර	Ranaweera
රණතුංග	Ranatunga
රත්වත්තෙ	Ratwatte
සමරකෝන්	Samarakoon
සමරනායක	Samaranayake
සමරසේකර	Samarasekara
සමරවීර	Samaraweera
සරත්චන්ද්‍ර	Sarathchandra
සේනානායක	Senenayake
සෙනෙවිරත්න	Seneviratne
සුබසිංහ	Subasinghe
තිලකරත්න	Tilakaratne
වණිගතුංග	Wanigatunga
වීරකෝන්	Weerakoon
වීරසිංහ	Weerasinghe
වික්‍රමරත්න	Wickramaratne
වික්‍රමසිංහ	Wickramasinghe
විජේසිංහ	Wijesinghe
විජයවර්ධන	Wijeyewardene
විජයතුංග	Wijetunge

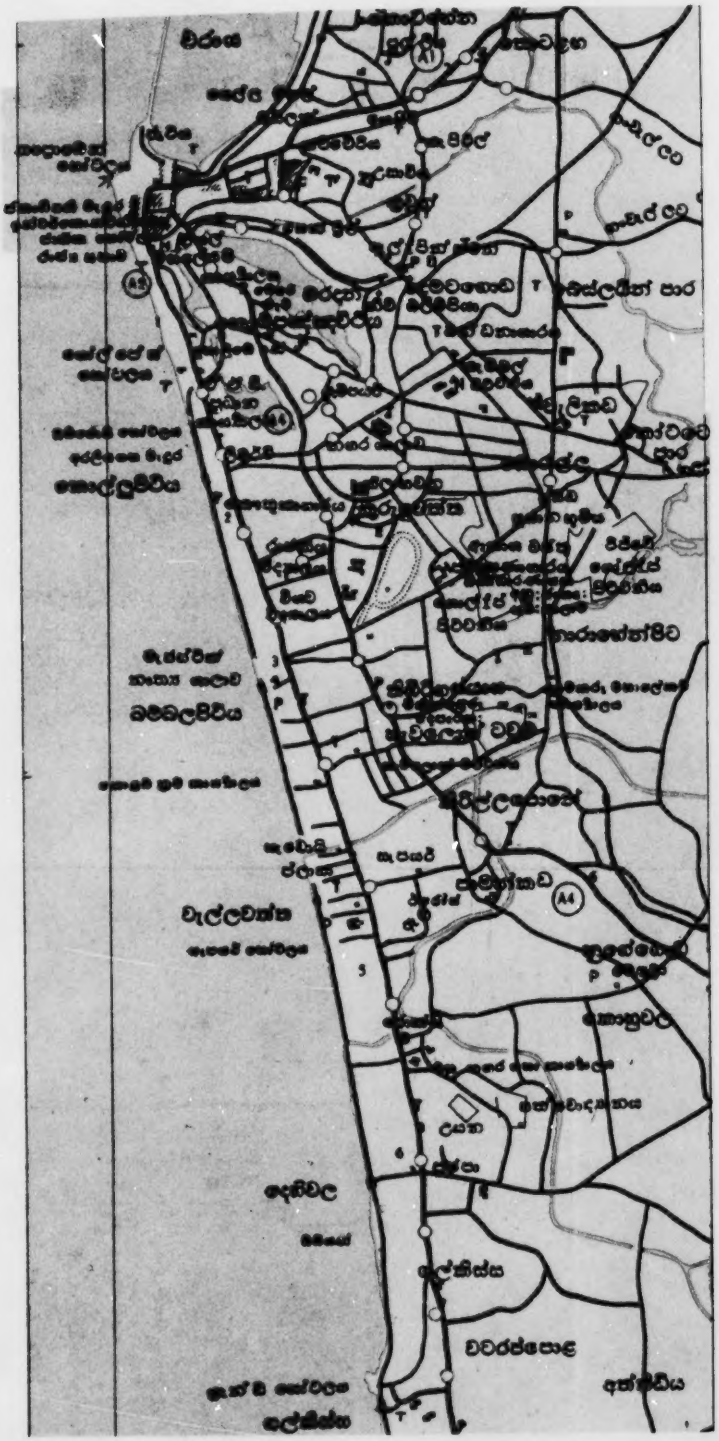
READING PRACTICE -- IV

WORK AT THE MAP

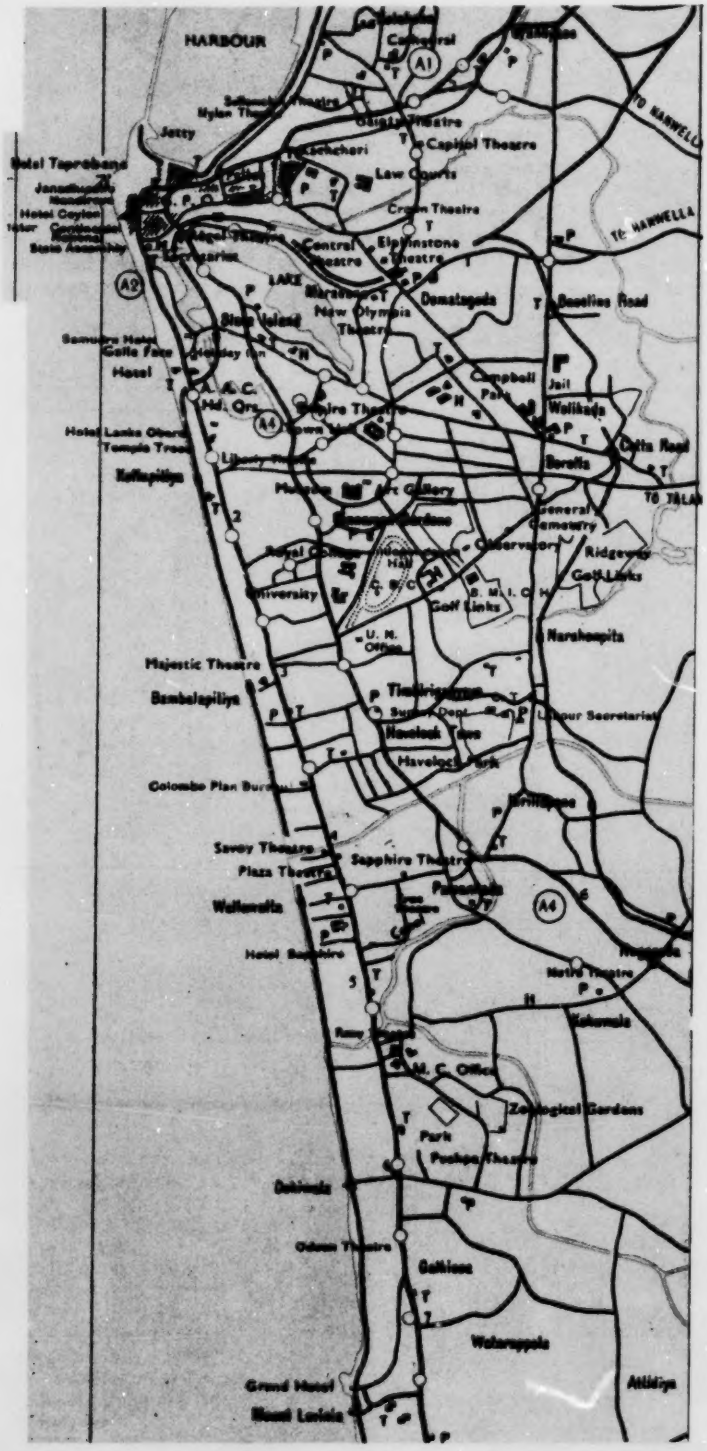
The class should obtain a copy of the large Sinhala road map of Sri Lanka produced by the Survey Department or of other Sinhala maps of Sri Lanka or parts of Sri Lanka which are of interest. The Survey Department usually has an interesting selection of maps for sale. Students should practice reading the place names which are of interest to them. The Kandy and Colombo insets from the Sinhala and English versions of the road map are reproduced below for the benefit of students studying in the United States.



KANDY

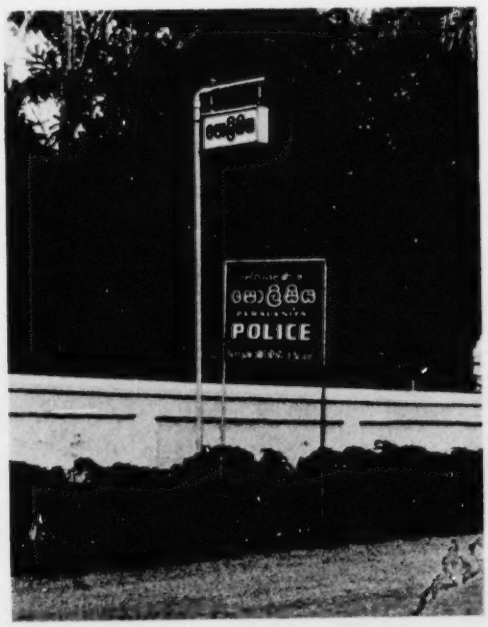


COLOMBO


HARBOUR
Jetty
Hotel Taprobane
Hotel Ceylon
State Assembly
Law Courts
Capitol Theatre
Crown Theatre
Central Theatre
Elphinstone Theatre
New Olympia Theatre
Slave Island
Galle Face Hotel
Hotel Lanka Oberoi
Temple Trees
Kollupitiya
Majestic Theatre
Bambalapitiya
Savoy Theatre
Plaza Theatre
Sapphire Theatre
Wellawatta
Hotel Sapphire
Colombo Plan Bureau
Havelock Park
Golf Links
Narahenpita
Ridgeway
Borella
Cotta Road
Jail
Campbell Park
Dematagoda
Baseline Road
Museum
Art Gallery
General Cemetery
Observatory
University
U. N. Office
Labour Secretariat
Zoological Gardens
Park
Pushpa Theatre
Odeon Theatre
Bambalapitiya
Wellawatte
Grand Hotel
Mount Lavinia
Attidiya
TO HANWELLA
TO KELANI
A1
A2
A4

COLOMBO

MORE SIGNS



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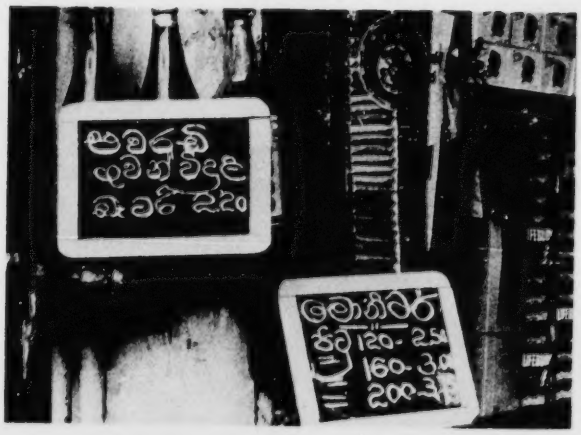

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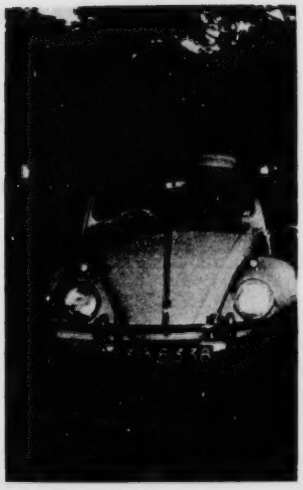

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